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ABSTRACT

Developed to supplement the food service worker modules published in 1977, this handbook provides fourteen additional individualized student modules. The topics included are as follow: (1) personal grooming; (2) safe handling of food and eating utensils; (3) setting up tables; (4) handling customers; (5) menus; (6) taking and placing the order; (7) serving the order; (8) personal hygiene; (9) the South Carolina Sanitation Code; (10) control of food borne diseases; (11) sanitation in food preparation, serving, and reheating; (12) storing food; (13) controlling portions; and (14) work simplification. Each module consists of the following elements: introduction, directions, objectives, learning activities, instruction sheets, self-checks, and check-out activities. The activities require the students to do reading in outside references, view filmstrips, take field trips, and perform the actual duties of a food service worker. (ELG)

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FOOD SERVICE WORKER

Supplemental Individualized Student Modules

State Department of Education
Office of Vocational Education
Home Economics Education
Columbia, South Carolina 29201

In Cooperation With

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Clemson, South Carolina 29631

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SUGGESTED USE OF FOOD SERVICE WORKER INDIVIDUALIZED STUDENT MODULES

This series of food service worker modules was developed to supplement the food service worker modules published in 1977.

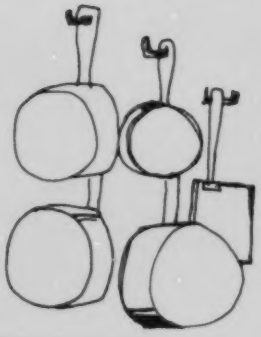
Each module consists of the following elements:

Introduction
Directions
Objective(s)
Learning Activities
Instruction Sheet(s)
Self-Check(s)
Check-Out Activities

So that each of the modules may be used by a number of students, the instructor will need to duplicate student self-checks and instructor's final checklist for every student in the class. In some cases, instruction sheets will require duplication. Careful study of each module will enable the instructor to determine which sheets should be reproduced as well as what equipment, materials and supplies are required for the learning activities. If duplication of this material is not feasible, the instructor will need to direct the students to use their own paper for recording responses. Remind the students to avoid writing on the modules.

Module Number	Title
53	Demonstrating Personal Grooming
54	Safe Handling of Food and Eating Utensils
55	Setting up Tables
56	Handling the Customer
57	Reading the Menu
58	Taking and Placing the Order
59	Serving the Order
60	Practicing Personal Hygiene
61	Complying with the South Carolina Sanitation Code
62	Controlling Food Borne Diseases
63	Maintaining Sanitation in Food Preparation, Serving, and Reheating
64	Storing Food
65	Controlling Portions
66	Using Work Simplification

Module FS-53



FOOD SERVICE WORKER

DEMONSTRATING PERSONAL GROOMING

INTRODUCTION

The impression made on the customer by the waiter/waitress plays an important part in the popularity of the restaurant. It is, therefore, imperative that people performing the service of waiting tables be pleasant, well-groomed, and observe the rules of sanitation in handling and serving food. Selecting the proper clothing for the job to be done helps the worker to be more efficient and prevents fatigue at the end of the day.

DIRECTIONS

Read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a laboratory situation, demonstrate the proper grooming practices of a waiter/waitress in preparation for the performance of his/her job, making no errors in the selection of dress. This activity must be completed in accordance with the instructor's checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Cornelius, *Food Service Careers*, Personal Hygiene, p. 286.

(or) _____

2 VIEW S.C. Department of Education filmstrip, "Looking and Being Your Best."

(or) _____

3 TAKE A FIELD TRIP to food service establishments in the community to observe proper attire for the types of jobs being performed.

(or) _____

4 READ Instruction Sheet I, PERSONAL GROOMING SUMMARY.

5 COMPLETE the Student Self-Check Sheet, PERSONAL GROOMING.

6 ARRANGE with your instructor to complete this module by going through the Check-Out Activities listed on the last page.

PERSONAL GROOMING SUMMARY

1. Take a bath each day.
2. Put on clean undergarments each day.
3. Shampoo hair frequently and style it so that it is well-controlled and will not fall into the food.
4. Wear a hair net, cap, or suitable covering for the hair.
5. Use a deodorant daily.
6. Avoid perfume and highly scented soaps, as such odors sometimes annoy guests.
7. Fingernails should be worn short and kept clean.
8. Fingernail polish should be limited to the clear variety.
9. Jewelry should not be worn, as it could harbor bacteria or be a safety hazard.
10. Teeth should be brushed at least twice a day.
11. Shoes should have low heels and be cleaned daily.
12. Garments should fit neatly, being neither too loose nor too tight.
13. Garments should be spotlessly clean and without wrinkles.
14. Make-up for the face should be inconspicuous.

Student Self-Check I

PERSONAL GROOMING

1. Food service workers should bathe _____ _____.
2. Clean undergarments should be worn _____.
3. Hair should be shampooed _____ and should be styled _____.
4. When serving food,the hair should be _____.
5. Use a deodorant _____.
6. Perfumes and scented soaps should _____.
7. Fingernails should be _____ and _____.
8. Jewelry could be a good hiding place for _____.
9. Brushing teeth should be done _____.
10. For comfort and safety, _____heeled shoes should be worn.
11. Shoes should be cleaned _____.
12. Uniforms should be _____ and _____.
13. Make-up should be kept to a _____.

CORRECT RESPONSES

1. every day
2. each day
3. often, simply so as not to contaminate food
4. covered
5. every day
6. not be used
7. short, clean
8. bacteria
9. at least twice a day
10. low
11. every day
12. clean, wrinkle free
13. minimum

Student _____

Date _____

PERSONAL GROOMING

Instructor's Final Checklist

Check the student's performance in the following elements of personal grooming.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

		Student Performance			
		Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1.	The student was clean and neat	[ ]	[ ]	[ ]	[ ]
2.	Fingernails were short, clean, and well-manicured	[ ]	[ ]	[ ]	[ ]
3.	Hair was clean and styled neatly, with appropriate head covering	[ ]	[ ]	[ ]	[ ]
4.	Student had no offensive odor	[ ]	[ ]	[ ]	[ ]
5.	Teeth were clean and breath fresh	[ ]	[ ]	[ ]	[ ]
6.	Uniform was clean, well-fitting, and free of wrinkles	[ ]	[ ]	[ ]	[ ]
7.	No jewelry other than a watch was worn	[ ]	[ ]	[ ]	[ ]
8.	Make-up was modestly used	[ ]	[ ]	[ ]	[ ]
9.	Shoes were clean, well-fitting, and had low heels	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through this activity, your instructor will rate your performance using the Instructor's Final Checklist, "PERSONAL GROOMING."

Your instructor will ask you to demonstrate the proper grooming practices of a waiter/waitress.

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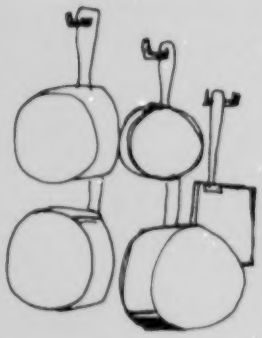
Module FS-54



FOOD SERVICE WORKER

SAFE HANDLING OF FOOD AND EATING UTENSILS

INTRODUCTION

In food service, sanitation plays a crucial part in the continuing operation of a business. Each worker who handles food must know and observe the rules of sanitation to prevent contamination of the food. One outbreak of food-borne illness will greatly reduce the volume of business and could even result in the establishment having to close its doors.

DIRECTIONS

Read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given tableware and cutlery, the student will demonstrate the proper way to handle them, using the rules of sanitation and committing no violations. This must be done in accordance with the instructor's checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Cornelius, *Food Service Careers*, Sanitary Food Handling, pp. 286-287.

2 VIEW S. C. Department of Education filmstrip, "Food Sanitation and Safety."

3 VISIT local food service establishments to observe the way in which food service workers handle food and eating utensils.

4 READ Instruction Sheet I, RULES FOR SAFE HANDLING OF FOOD AND EATING UTENSILS.

5 COMPLETE the Student Self-Check I.

6 ARRANGE with your instructor to complete this module by going through the Check-Gut Activities listed on the last page of this package.

Instruction Sheet I

RULES FOR SAFE HANDLING OF FOOD AND EATING UTENSILS

1. In handling silverware, the part which will make contact with the customer's mouth should never be touched, e.g., the tines of forks, blades of the knives, rims of glasses and cups, and the bowls of the spoons.

2. In serving the plate of food, the hands should not come in contact with the inside of the plate. Always hold the plate underneath and keep fingers away from the rim.

3. Hands should never come in contact with food. Always use tongs or disposable plastic gloves when serving food items.

4. Never lick your fingers, touch your face nor hair when serving food.

5. Do not eat while in the dining area serving food.

6. Do not smoke on the job.

7. Have a physical check-up regularly and stay home if ill.

8. In disposing of leftover food, use a rubber scraper, not your hands.

9. Be sure that hot foods are served hot and cold foods are served cold.

10. Throw out any unused individual containers of food. Bacteria may be on the wrappers.

11. Report to the manager any food which may be questionable to serve.

Student Self-Check I

SAFE HANDLING OF FOOD AND EATING UTENSILS

1. Cutlery or silverware should be picked up by the _____ .
2. In serving the plate, the hand should be _____ .
3. In serving individual items of food, _____ or _____ should be used.
4. If a worker is ill, he should _____ .
5. Do not smoke _____ .
6. When disposing of leftover food from a customer's plate, use _____ .
7. Always be sure that hot foods are served _____ and that cold foods are served _____ .
8. Unused individual containers of food should be _____ .
9. Any questionable food should be _____ .
10. Avoid the following:

    a. _____

    b. _____

    c. _____

CORRECT RESPONSES

1. handle
2. under the plate, with the fingers not touching the rim
3. disposable plastic gloves, tongs
4. remain at home
5. on the job
6. a rubber scraper
7. hot, cold
8. thrown away
9. reported to the manager
10. licking your fingers
    touching your face with your hands
    touching your hair with your hands

Student _____

Date _____

SAFE HANDLING OF FOOD AND EATING UTENSILS

Instructor's Final Checklist

Check the student's performance in the following elements of safe handling of food and eating utensils.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The student picked up the silverware by the handles.	[ ]	[ ]	[ ]	[ ]
2. Plates were carried with the hands on the bottom and the fingers not coming in contact with the inside of the plate	[ ]	[ ]	[ ]	[ ]
3. Fingers did not come in contact with the rims nor the inside of the glasses and cups.	[ ]	[ ]	[ ]	[ ]
4. Tongs or disposable plastic gloves were used when serving food items.	[ ]	[ ]	[ ]	[ ]
5. Hands did not come in contact with mouth, hair, or face.	[ ]	[ ]	[ ]	[ ]
6. Plates were cleaned with a rubber scraper.	[ ]	[ ]	[ ]	[ ]
7. Left-over individual containers of food were thrown away.	[ ]	[ ]	[ ]	[ ]
8. The worker was free of illness.	[ ]	[ ]	[ ]	[ ]

12

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish the module. As you go through this activity, your instructor will rate your performance using the Instructor's Final Checklist, SAFE HANDLING OF FOOD.

Your instructor will provide you with the necessary equipment and supplies. Demonstrate the proper handling of knives, forks, spoons, glasses, plates, and beverage cups and saucers.

Prepared by

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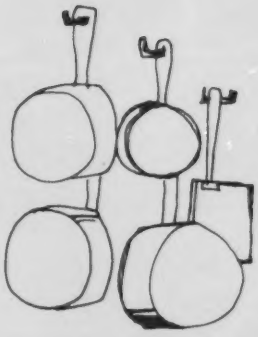
Module FS-55



FOOD SERVICE WORKER

SETTING UP TABLES

INTRODUCTION

An important function in the serving of food in a food service establishment which offers table service is the proper and efficient clearing and setting of tables. This duty may be assigned either to the bus boy/bus girl or to the waiter/waitress. Regardless of to whom this duty is assigned, it is important that tables be cleared and reset quickly so that service in the dining area may be orderly and smooth-running. This will insure the prompt seating and service of in-coming customers.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module 53, PERSONAL GROOMING, and Module 54, SAFE HANDLING OF FOOD.

If you have completed these modules, read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Using equipment and materials provided by your instructor, set three tables, illustrating the proper setting for breakfast, lunch, and dinner, within a time period of five minutes for each table setting, making no errors in each setting. The setting for each meal must be done in accordance with the Instructor's Checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Cornelius, *Food Service Careers*, Setting a Table or Counter, pp. 237-239.

2 VIEW S.C. State Department of Education Filmstrip, "Setting Up Tables."

3 TAKE A FIELD TRIP to a food service establishment to observe the way in which tables are set up for the service of breakfast, lunch, and dinner.

4 READ AND STUDY, Instruction Sheet I, STEPS IN SETTING UP TABLES.

5 COMPLETE the Student Self-Check I, SETTING A TABLE FOR BREAKFAST.

6 COMPLETE the Student Self-Check II, SETTING A TABLE FOR LUNCH.

7 COMPLETE the Student Self-Check III, SETTING A TABLE FOR DINNER.

8 ARRANGE with your instructor to complete this module by going through the Check-Out Activities listed on the last page.

Instruction Sheet I

STEPS IN SETTING UP TABLES

1. Wipe table surface clean.
2. Collect knives, forks, spoons, glassware, table linen, and table accessories, such as salt, pepper, and sugar, which are to be used in setting a place for breakfast.
3. Lay table linen for a breakfast setting.
4. Set table for breakfast.
5. Add appropriate table accessories for a breakfast setting.
6. Remove breakfast setting and return equipment to proper storage area.
7. Lay table linen for luncheon setting.
8. Set table for lunch.
9. Add appropriate table accessories for luncheon setting.
10. Remove luncheon setting and return equipment to proper storage area.
11. Lay table linen for dinner setting.
12. Set table for dinner.
13. Add appropriate table accessories for dinner setting.
14. Remove dinner setting and return equipment to proper storage area.

SETTING A TABLE FOR BREAKFAST

1. Before starting to set the table, the table surface should be _____.
2. The amount of space to be given to each setting in order that the guest may eat in comfort is _____" x _____".
3. In a cover setup for breakfast, five items which are used are as follows:
   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
4. If rolls are served in a basket, a _____ should be included in the set-up.
5. Appropriate table accessories for the breakfast setting are _____ and _____ shakers, _____bowl, and _____pitcher.
6. Silverware should be placed about ___" from the edge of the table.
7. Forks and the napkin are placed to the _____of the plate.
8. Knives and spoons are placed to the _____of the plate.
9. The water glass is placed _____.
10. The coffee cup should be set to the right of the _____ with the handle _____.

CORRECT RESPONSES

1. wiped clean
2. 15" x 24"
3. Napkin, dinner fork, dinner knife, teaspoon, and water glass
4. bread and butter plate
5. salt and pepper, sugar bowl, and cream pitcher
6. 1"
7. left
8. right
9. above the knife
10. knife, to the right of the cup

Student Self-Check II

SETTING A TABLE FOR LUNCH

1. Although table setups may vary from establishment to establishment, generally the following items are included for lunch: _____, _____, _____, _____, _____, _____, _____, _____, and _____.

2. When setting the knife, the cutting edge is always turned _____.

3. Spoons are placed to the _____ of the _____.

4. The bread and butter plate is placed at the tip of the _____.

5. The napkin is usually placed to the _____ of the _____ with the open corners of the napkin at the _____ corner.

6. The arrangement of the silverware is determined by the _____ working from the _____ to the _____.

7. Between the forks and the knives, a space of about _____ should be left for the plate.

8. The butter knife, if used, is placed _____ or _____ of the _____ with the cutting edge turned _____.

9. Rules for counter service generally follow those of _____ service.

CORRECT RESPONSES

1. napkin, dinner fork, dinner knife, teaspoon, bread and butter plate, water glass, cup and saucer
2. toward the plate
3. right, knife
4. fork
5. left, fork, right
6. order of use, outside, inside
7. 9"
8. at the top edge, right hand edge, butter plate, toward the center of the plate
9. table

Student Self-Check III

SETTING A TABLE FOR DINNER

1. Generally, a setting for dinner service will include the following items: _____, _____, _____, _____, _____, _____, _____, _____, _____, _____, and _____.

2. To eliminate noise, a _____ cloth is usually placed under the _____.

3. Each individual setting is called a _____.

4. Table linens should be _____ without _____.

5. If a salad is to accompany the main course, the salad plate or bowl is set slightly to the _____ of and _____ the _____ plate.

6. In formal service, a _____ plate is used. It is set at the beginning of the meal with the other items in the setting and is used as an _____ for _____ and the _____ course.

7. Dessert silver usually is either a dessert _____ or a dessert _____ and is normally _____.

CORRECT RESPONSES

1. napkin, salad fork, dinner fork, cover plate, dinner knife, teaspoon, soup spoon, butter spreader, bread and butter plate, water goblet, and wine glass
2. silence, table cloth
3. cover
4. smooth, without wrinkles
5. left, below, bread and butter
6. service, underliner, cocktails, appetizer
7. fork, spoon, brought in with the dessert

Student _____

Date _____

SETTING UP TABLES

Instructor's Final Checklist

Check the student's performance in the following elements of setting up tables.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The table surface was wiped clean.	[ ]	[ ]	[ ]	[ ]
2. Appropriate table linen was used for each setting.	[ ]	[ ]	[ ]	[ ]
3. The correct amount of space was provided for the setting.	[ ]	[ ]	[ ]	[ ]
4. The knives were in the proper place, to the right of the plate.	[ ]	[ ]	[ ]	[ ]
5. The forks were placed to the left of the plate.	[ ]	[ ]	[ ]	[ ]
6. The napkin was laid to the left of the forks, neatly folded, with the open edge toward the plate.	[ ]	[ ]	[ ]	[ ]
7. The spoons were placed to the right of the knives.	[ ]	[ ]	[ ]	[ ]
8. The silverware was placed 1" from the edge of the table.	[ ]	[ ]	[ ]	[ ]
9. A space of 9" was allowed between the fork and the knife for the plate.	[ ]	[ ]	[ ]	[ ]
10. Table accessories were appropriate for the meal being served.	[ ]	[ ]	[ ]	[ ]
11. Table accessories were within easy reach of the place settings.	[ ]	[ ]	[ ]	[ ]
12. The water glass was placed at the tip of the knife.	[ ]	[ ]	[ ]	[ ]

Student _____

Date _____

SETTING UP TABLES (Continued)

Instructor's Final Checklist

Check the student's performance in the following elements of setting up tables.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
13. The cup and saucer were at the right of the knives and spoons with the handle of the cup pointing right.	[ ]	[ ]	[ ]	[ ]
14. The bread and butter plate was set at the tip of the fork.	[ ]	[ ]	[ ]	[ ]
15. The cutting edge of the knife was toward the plate.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through this activity, your instructor will rate your performance using the Instructor's Final Checklist, SETTING TABLES.

Your instructor will provide you with the necessary equipment and supplies. Set one table for breakfast, one table for lunch, and one table for dinner.

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21

Module FS-56

FOOD SERVICE WORKER

HANDLING THE CUSTOMER

INTRODUCTION

The atmosphere of a business is determined by the personality of its employees, and a pleasant, congenial atmosphere is essential for promoting a good reputation and expanding the volume of business for the food service establishment. So, it is extremely important that employees who come in contact with the customers be knowledgeable in the area of good public relations and be capable of handling all types of customers and situations which may arise during the work day.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module 53, "Personal Grooming."

If you have completed this module, read the objective below. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, turn to p. 2 and go through the Learning Activities in the order given.

OBJECTIVE

With another student acting the part of the guest, the student will demonstrate personality traits which are needed in the performance of duties as a waiter/waitress, and will be able to handle situations in the dining area involving guests who may present unusual problems, such as noisy, ill, or handicapped people, as well as children.

LEARNING ACTIVITIES

1 READ Harris, *Professional Restaurant Service*. Meeting the Public, pp. 4-10.

(or) _____

2 VIEW Reader's Digest Services, Inc., filmstrip, "Change on the Table."

(or) _____

3 VISIT a food service establishment to observe the way in which waiters/waitresses handle the public.

(or) _____

4 WRITE a short article giving your ideas about how you felt the waiters/waitresses did their jobs.

(or) _____

5 READ Instruction Sheet I. HANDLING THE CUSTOMER.

6 COMPLETE Student Self-Check I.

7 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Instruction Sheet I

HANDLING THE CUSTOMER

1. In any area of life, courtesy is the most important single trait. It is especially true in the performance of the duties of waiter/waitress.
2. Since the first impression a guest gets is usually a lasting one, it is essential for the waiter/waitress to meet him/her with a smile and a friendly greeting.
3. Show an interest in the comfort of your guest.
4. Being able to call a guest by name creates an atmosphere of friendliness.
5. Always look a guest in the eye when speaking, and speak clearly and loud enough for him/her to understand what you are saying.
6. Be cheerful.
7. Be friendly.
8. Have confidence in your ability to do the job well.
9. Be emotionally stable. Don't let yourself be easily upset.
10. Be tolerant of other people.
11. Maintain a sense of humor, never taking yourself too seriously.
12. Have the initiative to do the jobs which are needed to be done without having to be told.
13. Be dependable, punctual, and finish the job you start.
14. Be able to take criticism and learn from your mistakes.
15. Be resourceful in handling unusual situations, such as ill, handicapped, and noisy people and children.

Student Self-Check I

HANDLING THE CUSTOMER

Select the best answer and place its alphabetical letter in the blank to the left.

_____ 1. First impressions are

a. always important
b. sometimes important
c. never important

_____ 2. A person's personality

a. never changes
b. can change
c. always changes

_____ 3. In food service, the most important trait one can possess is

a. good looks
b. prompt service
c. courtesy

_____ 4. It is important that one serving the public

a. smile
b. be business-like
c. be the boss

_____ 5. Self analysis means

a. improving oneself
b. taking stock of one's traits
c. criticizing others

_____ 6. The duty of the host/hostess is to

a. clear the tables
b. take the money
c. greet and seat the guests

_____ 7. Problem guests become no problem if

a. you let them know who is boss
b. you know how to handle them
c. you let them tell you how to do your job

_____ 8. Tolerance means

a. being on time
b. being able to find ways to get things done
c. respecting the rights and opinions of others

_____ 9. Dependability means

a. saving time
b. saving money
c. carrying a job through to the finish

_____ 10. Children's orders should always be taken from

a. the child
b. the parent
c. the child's older sister or brother

_____ 11. Noisy guests should be seated

a. near other guests to entertain them
b. away from the other guests
c. near children

_____ 12. Children should be seated

a. with a view of the dining area
b. near handicapped people
c. facing a wall

CORRECT RESPONSES

(1) a, (2) b, (3) c, (4) a, (5) b, (6) c, (7) b, (8) c, (9) c, (10) b, (11) b, (12) c

Student _____

Date _____

HANDLING THE CUSTOMER

Instructor's Final Checklist

Check the student's performance in the following elements of handling the customer.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The student greeted the customer with courtesy and a smile.	[ ]	[ ]	[ ]	[ ]
2. The guest was seated in a location suitable for the situation.	[ ]	[ ]	[ ]	[ ]
3. The student was friendly and expressed an interest in the customer's welfare and comfort.	[ ]	[ ]	[ ]	[ ]
4. The guest was called by name and was spoken to in a soft tone but loud enough to be heard and was directly looked at when being spoken to.	[ ]	[ ]	[ ]	[ ]
5. The student performed the duties in a calm and efficient manner.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through this activity, your instructor will rate your performance using the Instructor's Final Checklist, HANDLING THE CUSTOMER.

With another student acting as the guest, perform the actions needed to demonstrate personality traits which are desirable in carrying out the duties of a waiter/waitress.

Prepared by

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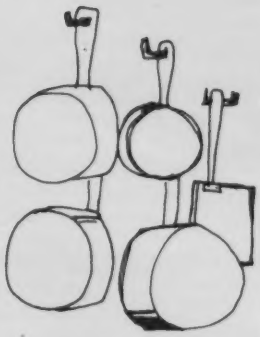
Dillon Area Vocational Center

27

Module FS-57



FOOD SERVICE WORKER

READING THE MENU

INTRODUCTION

The menu is the food service establishment's advertisement of the products it is selling. As a good salesperson, the waiter/waitress should be thoroughly familiar with the sales products and be able to answer customer questions regarding ingredients used, method of preparation, preparation time, and in some cases make helpful suggestions regarding menu choices.

It is essential, therefore, that a worker know and understand terminology used in the menu and be able to answer customer questions about what is advertised for sale.

DIRECTIONS

Read the objective below. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a laboratory situation with other students as customers and menus provided by the instructor, demonstrate knowledge of offerings on the menu and be knowledgeable enough to answer customer questions regarding any food items listed, making no errors. This activity must be done in accordance with the instructor's checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Cornelius, *Food Service Careers*, Menu Strategy, pp. 145-184.

(or)_____

2 VIEW S.C. Department of Education filmstrip, "Reading and Presenting the Menu."

(or)_____

3 READ Instruction Sheet I, READING THE MENU, and complete the activities listed.

4 VISIT local food service establishments to study menus in use by them.

(or)_____

5 WRITE a 300 to 500 word paper telling about menu construction of local food service establishments and whether or not they adequately advertise the food items being offered for sale.

6 COMPLETE Student Self-Check I, READING THE MENU.

7 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Instruction Sheet I

READING THE MENU

1. Identify the terminology used in food service and be able to define such words as menu, a' la carte, carte du jour, table d'hote, appetizer, hors d'oeuvre, entree', canape', gourmet.

2. Study breakfast, luncheon, and dinner patterns.

3. Identify the names of the eight courses it is possible to serve at a formal dinner.

4. Identify the terms used in the preparation of food, e.g. en brochette, bearnaise, bisque, au beurre, au gratin, fillet, fricasse, and creole.

5. Write menus for breakfast, luncheon, and dinner.

Student Self-Check I

FS-57

READING THE MENU

1. A menu is often called _____.
2. Menus are planned in order to offer the customer a selection of _____ foods which will _____ his appetite and meet his _____.
3. All menus are usually carefully planned to meet the specific needs of _____ _____ and _____.
4. A small amount of food served to stimulate the appetite is called _____.
5. The first course of a meal may be _____.
6. Any small, tasty piece of food, served hot or cold, before a meal is called _____.
7. A small open-face sandwich is called _____
8. Entree means _____.
9. Vegetables in the menu are planned to offer _____ in texture, color, and flavor.
10. Salads are usually planned as a complement to the _____.
11. Hot breads are usually served in _____ in order to keep the heat.
12. The course which usually completes the meal is _____.

CORRECT RESPONSES

1. the newspaper of the food service operation
2. nutritious, satisfy, budget needs
3. eating establishments, their customers
4. an appetizer
5. soup
6. an hors d'oeuvre
7. a canape
8. the main dish of the meal
9. contrast
10. entree
11. a basket
12. dessert

Student _____

Date _____

READING THE MENU

Instructor's Final Checklist

Check the student's performance in the following elements of reading the menu.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The student was knowledgeable in the area of menu terminology.	[ ]	[ ]	[ ]	[ ]
2. The student could identify menu items which were normally offered for the three different meals served during the day.	[ ]	[ ]	[ ]	[ ]
3. The student was well versed in the separate courses served in a formal dinner.	[ ]	[ ]	[ ]	[ ]
4. The student knew the words used for the various ways of preparing food items.	[ ]	[ ]	[ ]	[ ]
5. The student was able to write out menus for breakfast, luncheon, and dinner.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through this activity, your instructor will rate your performance using the Instructor's Final Checklist, READING THE MENU.

Using menus provided by the instructor and other students as customers, answer questions regarding menu offerings.

Prepared by

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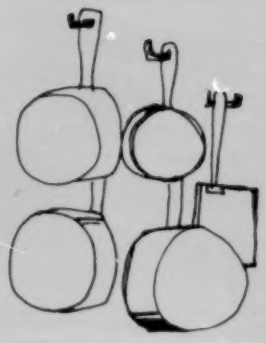
Module FS-58



FOOD SERVICE WORKER

TAKING AND PLACING THE ORDER

INTRODUCTION

One of the most important duties of the waiter/waitress is knowing the correct procedure for taking and placing orders. Accuracy in taking the order, knowledge of the menu items and substitution choices, writing the order so that the chef understands it, and efficiency in serving the order will enhance a worker's reputation as a waiter/waitress and will insure continuing patronage of the restaurant by the customer.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module 53, "Personal Grooming," Module 54, "Safe Handling of Food," Module 55, "Setting Up Tables," Module 56, "Handling the Customer," and Module 57, "Reading the Menu."

If you have completed these modules, read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a laboratory situation, meet, greet, and seat the guests, present the menu and take the order within a time limit of ten minutes, making no errors. This activity must be completed in accordance with the instructor's checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Cornelius, *Food Service Careers*, Taking An Order, pp. 230-234.

2 VIEW S.C. Department of Education filmstrip, "Taking Orders and Presenting the Sales Check."

3 READ Instruction Sheet I, TAKING AND PLACING THE ORDER.

4 TAKE A FIELD TRIP to a local food service establishment to observe waiters/waiteresses as they perform the duty of taking and placing orders.

5 COMPLETE the Student Self-Check I, TAKING AND PLACING ORDERS.

6 ARRANGE with your instructor to complete this module by going through the Check-Out Activities listed on the last page.

Instruction Sheet I

TAKING AND PLACING THE ORDER

1. Have table set up ready to receive guests.
2. Be alert to notice the arrival of guests and greet them with a smile and a friendly greeting, such as "Good morning (afternoon or evening)."
3. If you are busy, let the guests know that you have seen them by saying pleasantly, "I'll be with you right away," or if all the tables are occupied, tell them there will be a short wait.
4. As soon as you have seated the guests, hand them the menus and fill their water glasses.
5. Be sure that you are prepared to take the order by knowing the items on the menu, the length of time it takes to prepare each item, and any substitutions which may have to be made.
6. It is important that the guests be served quickly and in the order of their arrival.
7. Using your order pad, take each person's order, starting to the left of the host, clockwise. In order to insure that the proper person gets his/her order, number each order (e.g. No. 1, No. 2, No. 3, etc.), taking the order of the host last.
8. Be prepared to make suggestions if the guests seem to have difficulty in making a selection.
9. Using the policy of the food service operation, write the order. Abbreviations are normally used for menu items, but it is important that the chef understand them and in some cases, chefs may need you to check with them as they prepare your order.
10. After taking the guest's order, repeat it to the customer to be sure there is no mistake.
11. Proceed to the left, taking each guest's order around the table.
12. It is a good policy to find out at the beginning if separate checks are desired.
13. Check with the guests to find out when they wish their beverages served.
14. Fill in the prices on the check, adding any other charges required by the establishment and after the guests have finished the meal, present it, face down, and thank them.
15. If it seems necessary, let the guest know if he is to pay at the cash register or if you will collect the money.

TAKING AND PLACING THE ORDER

1. Before seating guests, the waiter/waitress should be prepared for them by _____ .
2. When the waiter/waitress sees guests arriving, he/she should _____.
3. If the waiter/waitress is busy when guests arrive he/she should say _____.
4. The first thing to be done after seating the guests is _____ _____.
5. In order to be prepared to take the orders a waiter/waitress should be familiar with (1) _____ (2) _____ and (3) _____ .
6. Guests should be served _____ .
7. Orders of guests should be taken starting to the _____ of the host/hostess.
8. To insure that the right person gets his/her order, the orders should be _____ .
9. Sometimes it is necessary to help the customer by _____ .
10. To prevent embarassment about payment of the check, the waiter/wiatress should ask _____ .
11. When writing orders, for the sake of saving time, _____ are quite often used for menu items.
12. Before presenting the check, it is a good idea to _____ .
13. The check should always be placed _____ on the table and the waiter/waitress should say " _____ ."

CORRECT RESPONSES

1. having the table set properly for the meal to be served
2. smile and say "Good morning (afternoon or evening)."
3. "I'll be with you right away."
4. hand the guests menus and fill the water glasses
5. the items on the menu, the length of preparation time, and any substitutions which may have to be made
6. in the order of their arrival
7. left
8. numbered
9. making suggestions about the items on the menu
10. if separate checks are needed
11. abbreviations
12. recheck your addition
13. face down; "Thank you."

Student _____

Date _____

TAKING AND PLACING THE ORDER

Instructor's Final Checklist

Check the student's performance in the following elements of taking and placing the order.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The table was set properly.	[ ]	[ ]	[ ]	[ ]
2. The waiter/waitress was properly dressed for his/her duties.	[ ]	[ ]	[ ]	[ ]
3. The guests were greeted in a friendly manner.	[ ]	[ ]	[ ]	[ ]
4. The guests were noticed immediately and were seated as soon as was possible.	[ ]	[ ]	[ ]	[ ]
5. Menus were passed out promptly and the water glasses were filled.	[ ]	[ ]	[ ]	[ ]
6. Orders were taken, starting to the left of the host, were numbered, and the orders were repeated to insure correctness.	[ ]	[ ]	[ ]	[ ]
7. Suggestions were made when needed by the guests.	[ ]	[ ]	[ ]	[ ]
8. The waiter/waitress was pleasant and helpful at all times.	[ ]	[ ]	[ ]	[ ]
9. Proper abbreviations were used in listing the orders.	[ ]	[ ]	[ ]	[ ]
10. Each guest received his/her order as it was placed.	[ ]	[ ]	[ ]	[ ]
11. Prices were written by the items ordered.	[ ]	[ ]	[ ]	[ ]
12. The addition was correct when the sales check was totalled.	[ ]	[ ]	[ ]	[ ]
13. The checks were placed face down by the guests and the waiter/waitress pleasantly thanked the guests.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, "Taking and Placing Orders."

Your instructor will provide you with the necessary equipment and supplies. Having set up the table properly for the meal to be served, you will greet and seat the customers, then with order pad and pencil, you will take and place the order.

Prepared by

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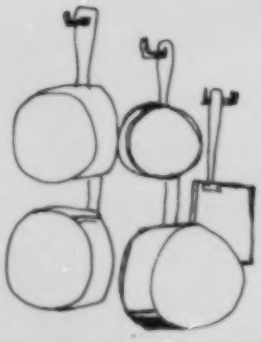
Dillon Area Vocational Center

Module FS- 59



FOOD SERVICE WORKER

SERVING THE ORDER

INTRODUCTION

Styles of service may vary from one food service establishment to another, but the basic principles regarding the service of food remain the same regardless of what method of service is used. It is, therefore, imperative that a good waiter/waitress know the basic rules of serving food so that they can be adapted to the service offered by any food service establishment in which he may wish to find employment.

DIRECTIONS

Before you start to work on this module, be sure you have completed Module 53, "Personal Grooming," Module 54, "Safe Handling of Food," Module 55, "Setting Up Tables," Module 56, "Handling the Customer," Module 57, "Reading the Menu," and Module 58, "Taking and Placing the Order."

If you have completed these modules, read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given materials and equipment furnished by the instructor, demonstrate the proper way in which to serve the order for breakfast, for lunch, and for dinner, making no errors in service for the meal being served. This activity must be done in accordance with the instructor's checklist, with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Cornelius, *Food Service Careers*, Quality Service, Styles of Service, Serving Breakfast, Serving Lunch, Serving Dinner, and Serving Banquets, pp. 244-256.

2 VIEW S.C. Department of Education filmstrip, "Serving the Order."

3 READ Instruction Sheet I, SERVING THE ORDER.

4 VISIT local food service establishments to observe the different ways in which breakfasts, lunches, and dinners are served.

5 COMPLETE Student Self-Check I, SERVING THE ORDER.

6 ARRANGE with your instructor to complete the module by going through the Check-Out Activities listed on the last page.

Instruction Sheet I

SERVING THE ORDER

1. Always remember when ladies are present, they are to be served first.

2. When serving the food, using the left hand, serve the plate to the left side of the guest.

3. When serving beverages, the right hand is used and the beverage is served to the right side of the guest.

4. Removal of dishes is done from the guest's left side, with the left hand.

5. Removal of beverages is done from the guest's right side with the right hand.

6. Dishes are always served and cleared with the hand farthest from the guest in order that you will not cause discomfort of the guest nor interrupt conversations.

7. Orders should be served in the same order in which they were taken.

8. When a dish is being carried to the customer to serve himself/herself, it should be taken to the left side of the customer.

9. The style of service to be used by a food service establishment will be determined by the location of the establishment, the type of customers who patronize it, and the time of day.

Student Self-Check

SERVING THE ORDER

Select the best answer and place the appropriate letter in the space provided.

_____ 1. When serving an order

a. serve the children first, then other guests at the table
b. serve the adults first then the children
c. serve the host first
d. serve in the same order in which the orders were taken

_____ 2. Serve food

a. from the right using your right hand
b. from the right using your left hand
c. from the left using your left hand
d. from the left using your right hand

_____ 3. Serve beverages

a. from the left using your left hand
b. from the left using your right hand
c. from the right using your left hand
d. from the right using your right hand

_____ 4. Each part of the meal is called

a. entree
b. main dish
c. course
d. cover

_____ 5. If milk or an iced beverage is ordered, the glass is placed

a. above and to the right of the water glass
b. above and to the left of the water glass
c. below and to the left of the water glass
d. below and to the right of the water glass

_____ 6. The bread basket is generally placed

a. near the cup and saucer
b. near the salad plate
c. near the center of the table
d. none of the above

_____ 7. When serving a customer at a booth

a. always use your left hand
b. always use your right hand
c. serve with the hand which is farther away from the customer
d. serve with the hand which is nearer the customer

40

_____ 8. Soup is usually served

a. before the main course
b. after the main course
c. at the same time the main course is served
d. none of the above

_____ 9. If salad is served before the main course

a. place it to the right
b. place it directly in front of the customer
c. place it so that it will be above the main course plate
d. none of the above

_____ 10. If the customer has not finished the salad when the main course is ready to be served

a. move the salad to the left
b. remove the salad from the table
c. move the salad to the right
d. none of the above

CORRECT RESPONSES

1. d 6. c
2. c 7. c
3. d 8. a
4. c 9. b
5. d 10. a

Student _____

Date _____

SERVING THE ORDER

Instructor's Final Checklist

Check the student's performance in the following elements of serving the order.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. The student served the orders in the order in which they were taken.	[ ]	[ ]	[ ]	[ ]
2. Ladies were served first.	[ ]	[ ]	[ ]	[ ]
3. Food was served to the left of the guests, using the left hand.	[ ]	[ ]	[ ]	[ ]
4. Beverages were served to the right of the guests, with right hand.	[ ]	[ ]	[ ]	[ ]
5. Plates were removed from the left, using the left hand.	[ ]	[ ]	[ ]	[ ]
6. Cups and saucers were removed from the right, using the right hand.	[ ]	[ ]	[ ]	[ ]
7. Food was arranged attractively on the plate and the plate was free of drippings and spills.	[ ]	[ ]	[ ]	[ ]
8. All eating equipment was clean and spotless.	[ ]	[ ]	[ ]	[ ]
9. Hot foods were served hot and cold foods were served cold.	[ ]	[ ]	[ ]	[ ]
10. Large enough plates were used so that food did not hang over the edge of the plate.	[ ]	[ ]	[ ]	[ ]
11. Beverage containers were not filled so full that they would spill.	[ ]	[ ]	[ ]	[ ]
12. Food on the plate was kept separated and did not run together.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through this activity, your instructor will rate your performance using the Instructor's Final Checklist, SERVING THE ORDER.

Your instructor will provide you with the necessary equipment and supplies. Demonstrate the correct procedure for serving the order for breakfast, for lunch, and for dinner.

Prepared by

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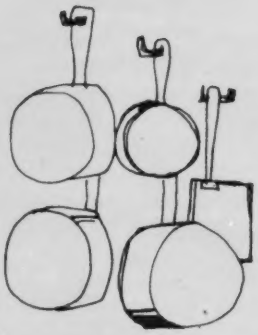
Dillon AVC

43

Module FS-60



FOOD SERVICE WORKER

PRACTICING PERSONAL HYGIENE

INTRODUCTION

The food service worker is directly involved in preventing food borne diseases by practicing good personal hygiene. The personal habits of a food service worker are most important in relation to sanitation.

Food service is hard work, impossible to do if the food service worker is not in good physical condition! In addition, the trained worker knows that the state of health has a direct effect on the health of fellow workers or those who are customers in the establishment. It is therefore important that the food service worker be aware of the effect personal hygiene habits can have on others.

DIRECTIONS

Read the objective. If you think that you are already able to perform this task, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a list of good grooming essentials, explain either orally or in writing the significance of each essential with 100% accuracy.

LEARNING ACTIVITIES

1 READ Instruction Sheet I, PERSONAL HYGIENE.

2 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PERSONAL HYGIENE.

3 OBSERVE a fellow student or other food service worker for one hour. LIST (1) the acceptable personal hygiene habits he/she observes. Discuss these findings with your instructor.

(or)_____

4 CHECK YOUR PERSONAL HABITS by completing Student Self-Check II, PERSONAL HYGIENE CHECKLIST. Discuss the results with your instructor.

5 ARRANGE with your instructor to complete this module by going through the CHEC-OUT ACTIVITIES listed on the last page.

Instruction Sheet I

PERSONAL HYGIENE

There are a few basic rules that one should follow in order to be a physically fit food service employee.

1. Have a thorough physical check-up once a year.
2. Visit a dentist twice a year.
3. Eat proper amounts of the right food.
4. Get plenty of rest at night.
5. Stay at home when feeling sick.

The requirements of good personal hygiene are:

1. A bath every day is a must.
2. Shampoo at least twice a week.
3. Teeth should be brushed daily.
4. Use an effective deodorant and a good mouthwash.
5. Undergarments should be fresh and clean daily.
6. Clean uniforms are a requirement.
7. Wear sensible, comfortable shoes at work.
8. All workers are required to wear proper hair restraints.
9. Avoid wearing jewelry on the job.
10. Chewing gum is absolutely OUT!!
11. Hands and nails should be clean.
12. Nails should be trimmed relatively short.
13. Girls: Hose should be neat and free from picks and runs.
14. Girls: face make-up should be applied in moderation.

Hands are capable of transmitting diseases. Be certain that you follow these procedures regarding your hands.

1. Wash throughly after restroom visits, after smoking, or after handling any unclean objects or after working with raw food or food utensils.
2. Keep hands away from the mouth, nose, ears, eyes, and hair when handling food.
3. Cover coughs and sneezes, and wash hands that are contaminated as a result.
4. Immediately clean, disinfect, and bandage any cuts or sores on the fingers, hands, or arms.
5. Wash the hands after removing soiled dishes from the tables, wiping up dirty tables, or cleaning the restrooms.
6. Bacteria on the hands, under the nails, etc., can be transferred to other foods while working at the preparation area where raw foods are prepared; therefore, WASH YOUR HANDS.
7. The fingers must not be dipped into the food for tasting. Use a spoon and never put the spoon back in the food after it has touched the mouth.

Student Self-Check I

PERSONAL HYGIENE

1. Give three basic rules for physical fitness.

   a.

   b.

   c.

2. Give three rules for personal hygiene.

   a.

   b.

   c.

3. Check the correct statements.

   ___ a. Don't try to hold back a sneeze or cough. It isn't good for you.
   ___ b. Cover a cough or sneeze with your hand.
   ___ c. Use disposable tissue.
   ___ d. Use a handy towel or apron.
   ___ e. Wash hands when convenient.
   ___ f. Wash hands before working with food or clean utensils.

4. Here are some personal hygiene habits. Fill in the blanks.

   a. Brush your teeth at least _____ a day.
   b. Wear _____ shoes at work.
   c. Also wear a clean _____ and a hair net while working.
   d. Do not wear _____ on your hands while working.
   e. Keep your _____ clean and well styled.

CORRECT RESPONSES

1. (a) have a physical check-up once a year
   (b) eat proper amounts of the right food
   (c) get plenty of rest
2. (a) use an effective deodorant
   (b) bathe daily
   (c) brush teeth twice daily
3. a ___ b ✓ c ✓ d ___ e ___ f ✓
4. (a) twice
   (b) comfortable
   (c) uniform
   (d) jewelry
   (e) hair

Student Self-Check II

PERSONAL GROOMING CHECKLIST

	Yes	No
1. Bathe daily		
2. Used deodorant		
3. Clean undergarments		
4. Brush teeth daily		
5. Teeth, repaired		
6. Breath offensive		
7. Hair greasy, dandruff showing		
8. Shampoo twice a week		
9. Wash comb and brush twice a week		
10. Haircut or hairdo needed		
11. Hair brushed daily		
12. Shave needed		
13. Excessive make-up		
14. Make-up caked or smeared		
15. Hands clean (knuckles)		
16. Fingernails clean and shaped		
17. Toenails clipped and shaped		
18. Fingernail polish chipped		
19. Shoulders erect		
20. Abdomen flat		
21. Weight on both feet		
22. Chest up		
23. Three well-balanced meals		
24. Proper amount of sleep		
25. Physical check-up		
26. Uniform pressed		
27. Uniform repaired (hem and cuff)		
28. Uniform clean		
29. Shoe heel broad based		
30. Shoelaces clean		
31. Shoes fit properly		
32. Runs in hose		
33. Holes in socks		
34. Perspiration odor		

47

Student _____

Date _____

PRACTICING PERSONAL HYGIENE

Instructor's Final Checklist

Check the student's performance in the following elements of practicing personal hygiene.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Explained good grooming practices with 100% accuracy.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statement below explains the activity you must be able to complete in order to finish this module. As you go through each major point, your instructor will rate your performance using the Instructor's Final Checklist, PRACTICING PERSONAL GROOMING.

Your instructor will ask you to explain either orally or in writing the significance of each statement in the list provided in this module for check-out activities. The activity must be completed with 100% accuracy.

1. Good sanitation practices begin with individuals

2. Wash hands often.....

   a. at the beginning of each work period
   b. before handling food
   c. after using a handkerchief
   d. after smoking
   e. when returning from the restroom

3. Keep fingernails short and clean.....

   a. nail polish should not be worn when preparing food
   b. nail polish, if used when serving food to the public, should be clear or light colored

4. Protect open cuts.....

   a. bandage properly
   b. change bandage frequently
   c. cover bandages with waterproof gloves when preparing food or washing dishes

5. Keep hair away from food.....

   a. style hair away from the face
   b. wear a hair net or other restraint

6. Come to work clean.....

   a. bathe daily
   b. wear clean underclothes and outer clothes
   c. brush teeth often
   d. be sure breath is fresh

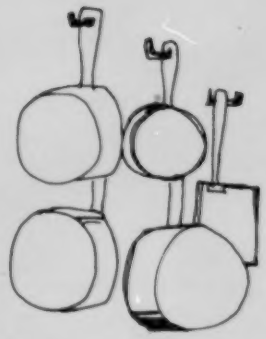
7. Practice good health habits.....

   a. eat well-balanced meals
   b. get a good nights sleep
   c. wear comfortable shoes
   d. have regular physical check-ups

Prepared by

Terry B. Bridwell
Food Services Instructor
Colleton AVC

Module FS- 61



FOOD SERVICE WORKER

COMPLYING WITH THE SOUTH CAROLINA SANITATION CODE

INTRODUCTION

The South Carolina Sanitation Code is the set of rules and regulations which govern food service establishments in our state. The main purpose of this code is to protect the consumer of foods. The food service industry must constantly fight against food borne illnesses. It is the responsibility of the food service establishment and the food service worker to insure the wholesomeness of food so that it is clean, free from contamination, and suitable for human use. Therefore, knowledge of sanitation codes is most important for each food service employee.

DIRECTIONS

Before you start to work on this module, be sure that you have read carefully Rules and Regulations Governing Food Service Establishments, South Carolina Department of Health and Environmental Control, 1977.

If you have completed this task, read the objective. If you think that you are already able to do this task, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activity,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given the checklist used by the local inspector of the Health Department, explain the significance of each item and give at least one way in which you can conform to each of these regulations. This activity must be completed in accordance with the instructor's checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Section A of Rules and Regulations Governing Food Service Establishments.

2 DEFINE the following terms as they relate to the S.C. state rules and regulations.

1. adulterated
2. approved
3. closed
4. corrosion-resistant material
5. easily cleanable
6. employee
7. equipment
8. food
9. food-contact surfaces
10. food processing establishment
11. Food Service Establishment
12. Health Authority
13. kitchenware
14. misbranded
15. Mobile Food Service Establishment
16. perishable food
17. person
18. potentially hazardous food
19. safe temperatures
20. sanitize
21. sealed
22. single service articles
23. tableware
24. Temporary Food Service Establishment
25. utensils
26. wholesome

3 READ Sections C and D of the Rules and Regulations, pp. 10-20. Explain the way in which food service employees must comply with the regulations stated. Discuss your answer with your instructor or another classmate.

4 LIST the steps you would take if it were your responsibility to train a new employee in the area of Rules and Regulations which must be adhered to. Discuss your list with the instructor.

5 INTERVIEW the local health inspector and discover exactly what he looks for when inspecting a food service facility. Report your findings to the class and/or your instructor.

6 REVIEW the Rules and Regulations.

7 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Student _____

Date _____

COMPLYING WITH THE SOUTH CAROLINA SANITATION CODE

Instructor's Final Checklist

Check the student's performance in the following elements of complying with the South Carolina sanitation code.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
A. Food				
1. Food Supplies	[ ]	[ ]	[ ]	[ ]
2. Food Protection	[ ]	[ ]	[ ]	[ ]
B. Personnel				
1. Health and Disease Control	[ ]	[ ]	[ ]	[ ]
2. Cleanliness	[ ]	[ ]	[ ]	[ ]
C. Food Equipment and Utensils				
1. Sanitary design, construction and installation of equipment and utensils	[ ]	[ ]	[ ]	[ ]
2. Cleanliness of Equipment and Utensils	[ ]	[ ]	[ ]	[ ]
D. Sanitary Facilities and Controls				
1. Water supply	[ ]	[ ]	[ ]	[ ]
2. Sewage disposal	[ ]	[ ]	[ ]	[ ]
3. Plumbing	[ ]	[ ]	[ ]	[ ]
4. Toilet facilities	[ ]	[ ]	[ ]	[ ]
5. Hand-washing facilities	[ ]	[ ]	[ ]	[ ]
6. Garbage and rubbish disposal	[ ]	[ ]	[ ]	[ ]
7. Vermin control	[ ]	[ ]	[ ]	[ ]
E. Other Facilities				
1. Floors, walls, ceilings	[ ]	[ ]	[ ]	[ ]
2. Lighting	[ ]	[ ]	[ ]	[ ]
3. Ventilation	[ ]	[ ]	[ ]	[ ]
4. Dressing rooms and lockers	[ ]	[ ]	[ ]	[ ]
5. Housekeeping	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

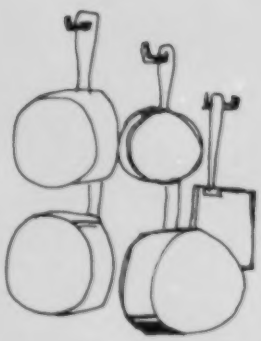
The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, COMPLYING WITH THE SOUTH CAROLINA SANITATION CODE.

Your instructor will provide you with a copy of the checklist used by the S.C. Department of Health and Environmental Control when inspecting food service establishments. Explain to the instructor in writing or orally the importance of each item on the checklist. Explain how you as a prospective food service employee would adhere to these regulations.

Prepared by

Terry B. Bridwell
Food Services Instructor
Colleton Area Vocational Center

Module FS- 62



FOOD SERVICE WORKER

CONTROLLING FOOD BORNE DISEASES

INTRODUCTION

Bacteria are everywhere except in a medically sterile environment. They are not visible to the naked eye, but can be seen through a microscope. Some bacteria are harmless, some are helpful and some are dangerous. Food areas are ideal places for bacteria to multiply. Bacteria need food, warmth, and moisture in order to multiply. If the conditions are right, the bacteria grow at a very fast rate and can reach the point of danger very quickly. In a public food service establishment there are many ways in which people may come in contact with possible areas of contamination.

Food borne diseases can be prevented through proper food handling. The food handler should become familiar with several types of bacteria.

DIRECTIONS

Read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a set of 25 multiple choice items on controlling food borne diseases, complete the test with 85% accuracy.

LEARNING ACTIVITIES

1 READ the charts on "Food Borne Illnesses, Control and Causes," in *Applied Food Service Sanitation*, pp. 46-50.

2 READ Chapter 3, "Contamination and Food Borne Illnesses," in *Applied Food Service Sanitation*.

3 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

CONTROLLING FOOD BORNE DISEASES

Answer the following questions by choosing the best answer and placing the letter of that answer in the blank to the left of the question.

_____ 1. Food borne illness in the United States is a serious health threat despite technical and scientific advances. A major reason that this threat exists is the widespread

a. pollution of public water supplies
b. preprocessing and holding of prepared foods
c. substitutions of detergent for soap

_____ 2. Frozen and canned foods in proper storage are generally considered to be

a. non-perishable
b. semi-perishable
c. perishable

_____ 3. Perishable, potentially hazardous foods include

a. all canned goods
b. sugar, flour, and beans
c. fresh milk, eggs, meat, and poultry

_____ 4. Food borne diseases are transmitted

a. through insecticides
b. through food
c. through pesticides

_____ 5. Most incidences of food borne illness are caused by

a. unsafe food supplies
b. environmental pollution
c. unsafe practices in food service operations

_____ 6. Bacteria cause food borne illness both by infecting the body and by

a. producing poisons
b. causing inflammation
c. concentrating toxic metals

_____ 7. The food borne illnesses called "intoxications" are caused by

a. poisons produced by bacteria
b. chemical pesticides on or in foods
c. body reactions to bacterial infections

_____ 8. Staphylococci are often introduced into food from the

a. residues of soil and dust on raw foods
b. skin of apparently healthy persons
c. nasal discharges of persons with dysentery

_____ 9. The typical food borne illness caused by staphylococci is

a. severe, often fatal, poisoning
b. acute discomfort for a day or two
c. dysentery for several weeks or months

_____ 10. Perfringens food poisoning is common partly because the bacteria are able to

a. form heat-resistant spores
b. thrive in the presence of oxygen
c. multiply rapidly at sub-freezing temperatures

_____ 11. The main method of controlling perfringen food poisoning is to

a. destroy the bacteria by cooking
b. use safe supplies of raw food
c. prevent growth of the bacteria in cooked foods

_____ 12. Botulism is commonly traced to

a. undercooked pork and wild game
b. improperly canned, low-acid food
c. improperly dressed beef and poultry

_____ 13. Staphylococci and salmonellae are similar in

a. causing intoxication
b. producing heat-resistant spores
c. being transmitted by human carriers

_____ 14. As used in food sanitation, the term "cross-contamination" refers to contamination of food by

a. two or more different kinds of disease agents
b. multiple exposure to disease agents during processing
c. contact with surfaces of other foods that carry disease agents

_____ 15. The foods most commonly contaminated by salmonellae are

a. meat, poultry, and eggs
b. raw fruits and vegetables
c. canned goods

_____ 16. A typical case of cross-contamination by salmonellae might involve

a. contaminated bread being baked with other bread
b. cooked poultry touching a surface contaminated by raw poultry
c. contaminated raw vegetables being added to boiling soup stock

_____ 17. The primary methods used to control contamination by salmonellae include prevention of cross-contamination and

a. thorough cooking of foods
b. use of safe supplies of raw food
c. visual inspection of food containers

_____ 18. Foods are commonly contaminated by streptococcus bacteria from

a. soil and dust on raw vegetables
b. the hands and nasal discharge of food handlers
c. polluted water

_____ 19. Trichinosis is most frequently transmitted by

a. shellfish
b. infested pork
c. raw vegetables

_____ 20. Trichinosis can be prevented by

a. thorough scraping of raw vegetables
b. exclusion of food handlers with the disease
c. sufficient cooking or freezing of infested meat

_____ 21. One of the chief sources of infectious hepatitis in the United States is

a. cooked meat and poultry
b. incompletely cooked pork
c. shellfish from polluted water

_____ 22. The "Chinese restaurant syndrome" refers to a

a. discomfort caused by MSG (monosodium glutamate)
b. parasitic infection from undercooked pork
c. perfringens poisoning from imported vegetables

_____ 23. Poisonous products may result from the reaction of zinc and cadmium-surfaced containers with

a. milk
b. water
c. acid foods

_____ 24. Preparing a tumbler of ice water by scooping ice up with the tumbler and then filling it with water is

a. recommended, because the ice need not be touched with hands
b. not recommended, because glass chips may be left in the tumbler
c. not recommended, because the ice may be contaminated

_____ 25. Metal slivers in canned food often may be traced to a defective

a. dishwasher
b. can opener
c. serving utensil

Student _____

Date _____

CONTROLLING FOOD BORNE DISEASES

Instructor's Final Checklist

Check the student's performance in the following elements of controlling food borne diseases.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
The student completed multiple choice questions with 85% accuracy	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. Your instructor will rate your performance on the multiple choice test. The test must be completed with 85% accuracy.

After you have checked with your instructor, take the multiple choice test to be used for the check-out activity. After completion of the test, take it to your instructor for rating your performance.

Prepared by

Terry B. Bridwell
Food Services Instructor
Colleton Area Vocational Center

TEST ANSWERS

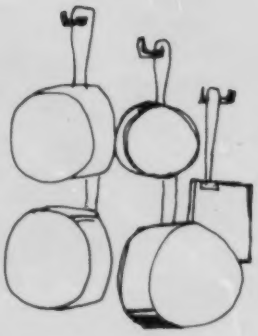
Controlling Food Borne Diseases
FS–62

Remove this sheet from the module before giving the module to students.

1. b
2. a
3. c
4. b
5. c
6. a
7. a
8. b
9. b
10. a
11. c
12. b
13. c
14. c
15. a
16. b
17. a
18. b
19. b
20. c
21. c
22. a
23. c
24. c
25. b

60

Module FS- 63



FOOD SERVICE WORKER

MAINTAINING SANITATION IN FOOD PREPARATION, SERVING, AND REHEATING

INTRODUCTION

Food spoilage, bacterial growth and, as a result, food borne illnesses may occur if foods are not held at proper temperatures or carefully prepared. There is a basic rule to which the food service employee should adhere: Keep hot foods hot and cold foods cold. The most critical factor that must be considered in serving, reheating, and preparation is temperature control. Therefore, there are some critical temperatures and procedures of which a food service worker must be aware. The food service worker must also be aware of precautions that must be taken during preparation.

DIRECTIONS

Read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a list of food items, explain orally or in writing, with 90% accuracy, the proper procedures to follow in (a) preparation, (b) refrigeration, and (c) reheating of each item.

LEARNING ACTIVITIES

1 READ Instruction Sheet I, REFRIGERATION.

2 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, REFRIGERATION.

3 READ Instruction Sheet II, REHEATING.

4 COMPLETE Student Self-Check II, REHEATING.

5 READ Instruction Sheet III, PREPARATION.

6 COMPLETE Student Self-Check III, PREPARATION.

7 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Instruction Sheet I

REFRIGERATION

1. Cooked or perishable foods (those which spoil easily) are stored at temperatures ranging from 34 degrees F. to 45 degrees F. (1 degree C. to 7 degrees C.).

2. Sanitary refrigeration is essential to food service. All containers MUST be COVERED.

3. Thermometers near the door of the refrigerator are used to help keep check on internal temperature of the unit.

4. Be sure to keep cooler doors closed at all times.

5. Never refrigerate in large masses – divide into smaller units.

6. Avoid impairing the flow of cool air around objects in the cooler.

7. Change open canned food to a different container before refrigerating.

8. Use clear plastic wrap to cover opened containers.

9. Clean the refrigerator regularly to prevent food spoilage. Remove all food while cleaning and store in another cooler. Use a solution of baking soda and cool water to clean the inside of the unit.

10. Leftovers should be kept no longer than 24 hours. Be sure to label them and include the date and approximate time stored.

11. Thaw frozen food in the refrigerator.

12. Refrigerate perishable foods as soon as possible.

13. Refrigerate salads, cream-filled desserts, etc., as soon as prepared.

14. Do not mix leftovers with fresh food.

15. To speed up the cooling process of food to be refrigerated, place the pans in cold water before storing them. Stirring the cooling item helps to cool the entire product.

62

Student Self-Check I

REFRIGERATION

1. List at least 8 precautions that the food service employee must take when refrigerating foods.

2. Describe the complete procedure for cleaning the refrigerator

   or

   Demonstrate this to your instructor.

3. At what temperature should the refrigerator be operating? How can you, as a food service employee, check the temperature?

4. What procedure should you follow if a large mass of food is to be refrigerated?

CORRECT RESPONSES

1. (a) all containers must be covered
   (b) keep cooler doors closed
   (c) refrigerate in small units
   (d) thaw frozen food in the refrigerator
   (e) do not mix leftovers with fresh food
   (f) clean refrigerator regularly
   (g) change opened canned foods to another container
   (h) refrigerate perishable foods as soon as possible
   (i) refrigerate perishable foods as soon as possible
2. check instructor's manual for your model cooler
3. 34 degrees F. to 45 degrees F. (1 degree C. to 7 degrees C.)–Best at 40 degrees F. (5 degrees C.), using a thermometer near the door
4. divide into smaller parts and cool in running water

Instruction Sheet II

REHEATING

1. Keep hot food hot.
2. Heat leftover food thoroughly to the center.
3. Use a thermometer to check the internal temperature of foods.
4. Do not hold food in a warm place for a prolonged time before serving.
5. Be careful of leftovers! Be sure they are heated to at least 140 degrees F. (60 degrees C.) before serving.
6. Refrigerate food promptly.
7. Do not refreeze food which has thawed.
8. The danger zone for bacterial growth is between 40 degrees F. and 140 degrees F. (5 degrees C. and 60 degrees C.). Make sure that foods are reheated above this temperature.
9. Thoroughly cook foods such as pork, poultry, eggs, and ground meats, to destroy certain bacteria.
10. Never use steam tables for reheating food.
11. Check internal temperatures of foods being held in steam tables.

Instruction Sheet III

PREPARATION

1. During food preparation, be sure to wash hands often.
2. Trim nails so that food will not collect around them.
3. Never taste foods with the fingers; use a clean spoon.
4. Use utensils to handle foods.
5. Keep all kitchen equipment used in preparation and serving clean and sanitary.
6. Clean and sanitize all utensils before using in food preparation.
7. Defrost all frozen foods in the refrigerator.
8. After initial preparation, be sure to refrigerate and/or reheat properly.
9. Observe good personal hygiene habits to avoid personally contaminating foods that you are preparing.

61

Student Self-Check II

REHEATING

1. Explain the use of a thermometer in reheating foods. Why is its use so important?

2. Mary took some leftover ham salad from the refrigerator. After letting it "warm up" to room temperature, she mixed it with a fresh batch that Jim had given her to use for today's lunch.

   a. List the incorrect procedures that Mary followed.

   b. Explain the dangers involved in each of the procedures.

CORRECT RESPONSES

1. A thermometer is inserted into the center of the food to make sure that it is hot throughout. This is important to prevent the growth of bacteria.

2. (a) let ham salad warm-up; mixed with a fresh batch
   (b) allowing food to come to room temperature promotes bacterial growth; mixing leftovers with fresh foods may contaminate the entire mixture

Student Self-Check III

PREPARATION

1. Sally forgot to thaw the turkey for dinner tonight, therefore, she placed the turkey in warm water to thaw.

   a. Name the error that Sally made.

   b. Explain why it was an unsafe practice.

2. Millie is a new employee in our establishment. Her fingernails are excessively long. Explain to her the dangers of long nails in a food service preparation area.

3. Dave is making icing for 30 cakes. He uses his finger to taste to see if there is enough vanilla in the mixture. What is the problem here and how could it have been avoided?

4. Yesterday the dishwasher was unable to get all of the rice out of a pot. Today Mary selected this pot for preparing vanilla custard. What are the risks involved here?

CORRECT RESPONSES

1. (a) Foods should be thawed in the refrigerator or under cold running water.
   (b) The warm water will promote the rapid growth of bacteria in the turkey.
2. Long nails collect dirt, bacteria, and foodstuffs. Long nails are likely to be cut off into a food product.
3. Never taste with fingers. Use a clean spoon to taste and a clean one for each additional tasting.
4. The "stuck in" rice is an excellent medium for the growth of bacteria. The total batch of food may be contaminated.

Student _____

Date _____

MAINTAINING SANITATION IN FOOD PREPARATION, SERVING, AND REHEATING

Instructor's Final Checklist

Check the student's performance in the following elements of maintaining sanitation in food preparation, serving, and reheating.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
Turkey Stuffed with Dressing				
The student:				
1. Thawed in refrigerator	[ ]	[ ]	[ ]	[ ]
2. Washed in cold water	[ ]	[ ]	[ ]	[ ]
3. Baked to an internal temperature of 180 degrees F.	[ ]	[ ]	[ ]	[ ]
4. Removed stuffing before storing	[ ]	[ ]	[ ]	[ ]
5. Stored turkey and stuffing covered in refrigerator	[ ]	[ ]	[ ]	[ ]
6. Reheated to an internal temperature of 160 degrees F.	[ ]	[ ]	[ ]	[ ]
Coconut Cream Pie				
The student:				
1. Used fresh, high quality eggs	[ ]	[ ]	[ ]	[ ]
2. Refrigerated at once	[ ]	[ ]	[ ]	[ ]
3. Served cold or well chilled	[ ]	[ ]	[ ]	[ ]
Vegetable Soup				
The student:				
1. Washed all vegetables thoroughly	[ ]	[ ]	[ ]	[ ]
2. Peeled vegetables and diced on a clean cutting board	[ ]	[ ]	[ ]	[ ]
3. Checked temperature of stock at 180 degrees F. when raw vegetables are added.	[ ]	[ ]	[ ]	[ ]
4. Divided soup into small containers to store	[ ]	[ ]	[ ]	[ ]
5. Placed containers in a cold running water bath to cool before refrigerating	[ ]	[ ]	[ ]	[ ]
6. Refrigerated as soon as temperature reached 130 degrees F.	[ ]	[ ]	[ ]	[ ]
7. Reheated to an internal temperature of 180 degrees F.	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through each activity, your instructor will rate your performance using the Instructor's Final Checklist, MAINTAINING SANITATION IN FOOD PREPARATION, SERVING, AND REHEATING.

Your instructor will give you three food items. List orally,or in writing,the procedures to follow in (a) preparation, (b) refrigeration, and (c) reheating for each item.

Given the following food items, explain orally or in writing the proper procedures to follow in (a) preparation, (b) refrigeration and (c) reheating.

Turkey Stuffed with Dressing

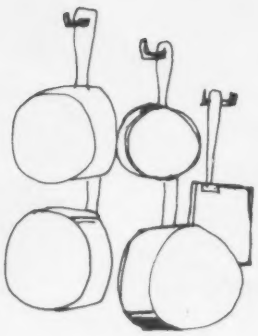
Coconut Cream Pie

Vegetable Soup

Prepared by

Terry B. Bridwell
Food Services Instructor
Colleton Area Vocational Center

Module FS- 64



FOOD SERVICE WORKER

STORING FOOD

INTRODUCTION

Proper food storage is most important in each food service establishment. Proper storage is important for two reasons: (1) proper storage prevents contamination of food and (2) proper storage controls waste, and as a result – cost.

There are basically two types of storage, refrigerated and dry. As a part of both types of storage, the food service worker must be aware of temperature and moisture control. Each basic area also has its division. In refrigerated storage there are both refrigeration (35 degrees F. - 38 degrees F.) and freezing (0 degrees F. and below). In order to store foods properly, there are certain basic principles involved, of which the food service employee must be aware.

DIRECTIONS

Read the objective. If you think that you are already to perform this task, read the Check-Out Activity. Then either arrange with your instructor about doing the Check-Out Activity on the last page,

or

If you need to complete the learning activities

in order to do the task, go through the Learning Activities in the order given.

OBJECTIVE

Given a list of food items,categorize the foods according to the type of storage that is required for each given item, with 85% accuracy.

LEARNING ACTIVITIES

1 READ Instruction Sheet I, PRINCIPLES OF STORAGE.

2 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, PRINCIPLES OF STORAGE.

3 READ Instruction Sheet II, REFRIGERATED STORAGE.

4 COMPLETE Student Self-Check II, REFRIGERATED STORAGE.

5 READ Instruction Sheet III, DRY STORAGE.

6 COMPLETE Student Self-Check III, DRY STORAGE.

7 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Instruction Sheet I
PRINCIPLES OF STORAGE

Listed below are some basic principles of storage. After studying them carefully, use the check sheet for Activity No. 1 and survey your food service laboratory for conformity to these principles.

A. Grouping

1. Store all cans in one place.
2. Group items in cans according to what the cans contain.
3. Odor-causing foods should be stored away from odor–absorbing foods.

B. Stock Rotation

1. First in, first out!
2. Place new items toward the back.
3. Bring old items to the front.
4. Mark the date of arrival on cans, frozen products or bags.

C. Sanitation

1. The storeroom is clean and free of insects and rodents.
2. Refrigerators must be cleaned weekly.
3. Spills are wiped up immediately.

D. Safety

1. Sturdy stepladders should be provided to reach high shelves.
2. Heavy articles are stored close to the floor.
3. Lighter items are stored on higher shelves.

E. Security

1. The storeroom is never left open when unattended.
2. Locks are on all doors and keys are in the hands of only one responsible person.

Foods That Give Off and Absorb Odors

Food	Give off odors	Absorb odors
Apple (fresh)	yes	yes
Butter	no	yes
Cabbage	yes	no
Eggs (shell)	no	yes
Milk	no	yes
Onions	yes	no
Peaches (fresh)	yes	no
Potatoes	yes	no
Turnips	yes	no

Student Self-Check I

PRINCIPLES OF STORAGE

Survey your food service laboratory to see how well the principles of storage are being observed.

ITEM	YES	NO
1. All cans in one place		
2. Cans grouped by contents		
3. Odor-causing foods stored away from odor absorbing foods		
4. New items placed in back of shelf		
5. Cans, frozen foods and bags of staples dated when received		
6. Storage areas free from insects and rodents		
7. Sturdy stepladders available for reaching items stored on high shelves		
8. Heavy articles stored near floor		
9. Storerooms closed when left unattended		
10. Locks on all doors and keys in hands of responsible person		

After completing this checklist, make suggestions for improving storage practices in your laboratory.

Take the completed checklist and suggestions to your instructor to rate your performance.

Instruction Sheet II

REFRIGERATED STORAGE

Study the following points on refrigerated storage. Check your refrigerator to see how well the rules for protecting food from drying are followed in your laboratory.

1. Perishable foods must be refrigerated to retain freshness, nutrients, flavor, crispness and color.

2. Frozen storage should maintain a temperature of -10 degrees F. to 0 degrees F. (-23.3 degrees C. to -17.8 degrees C.).

3. To protect foods against drying in the refrigerator, follow these simple rules:

    a. if food is not wrapped, wrap it.
    b. if it is already wrapped when purchased, keep it wrapped if you are going to use it in a few hours.
    c. if food is to be stored longer than a few hours, rewrap it in air-tight, non-absorbent material.
    d. store food clean, trimmed and ready to prepare.

4. Organize storage in the refrigerator to prevent wasted time and electricity. Know where items are located in the refrigerator.

Instruction Sheet III

DRY STORAGE

Review the principles of dry storage and then complete the checklist which accompanies this activity.

1. In dry storage, three factors must be controlled: (1) humidity, (2) temperature, and (3) light.

2. In food service storage, temperature can be varied.

3. Ventilation or air flow is most important in dry storage.

4. Slatted shelves aid in flow of air around food.

5. Dry storage areas are often attacked by insects and rodents and must be constantly protected against these.

6. Cereal items, such as flour, spaghetti, macaroni or rice, and sugar attract insects easily and therefore should be stored tightly covered.

Student Self-Check II

REFRIGERATED STORAGE

Complete the following checklist and discuss with your instructor and classmates ways that you can improve refrigerated storage. Your instructor will rate your performance in the Instructor's Final Checklist.

ITEM	Conforms to Storage Rules	Does Not Conform to Storage Rules
1. Perishable items stored in refrigerated area		
2. Freezer operating at -10 degrees F. to 0 degrees F. (-23.3 degrees C. to -17.8 degrees C.).		
3. Food items wrapped in refrigerator or freezer		
4. Food items to be used later are wrapped in non-porous material		
5. Food is clean		
6. Food is trimmed and ready to prepare		
7. Evidence of organization within the refrigerated space		

Student Self-Check III

DRY STORAGE

Using this checklist, evaluate your dry storage area and recommend to the instructor needed improvements. Your instructor will rate your performance on the Instructor's Final Checklist.

ITEM	YES	NO
1. Air flow around cans good		
2. Slatted shelves to aid air flow		
3. Presence or evidence of insects or rodents		
4. Cereal items and sugar stored in tightly covered containers		

Student _____

Date _____

STORING FOOD

Instructor's Final Checklist

Check the student's performance in the following elements of storing food.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. Student Self-Check I	[ ]	[ ]	[ ]	[ ]
2. Student Self-Check II	[ ]	[ ]	[ ]	[ ]
3. Student Self-Check III	[ ]	[ ]	[ ]	[ ]
4. Storage Chart for Check-Out Activity	[ ]	[ ]	[ ]	[ ]

Prepared by

Terry B. Bridwell
Food Services Instructor
Colleton Area Vocational Center

CHECK-OUT ACTIVITY

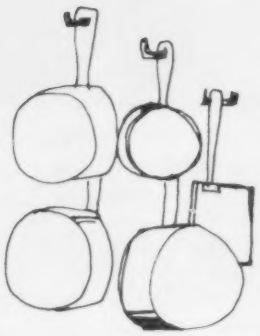
The statements below explain the activities you must be able to complete in order to finish this module. When you complete the activity, your instructor will rate your performance using the Instructor's Final Checklist, STORING FOOD.

After you have checked with your instructor, take the Check-Out Activity test provided below. After completing the test, return the form to your instructor.

Using the given list of food items, place the item in the appropriate column heading which describes how you would store it.

	Dry Storage	Refrigerated Storage
Spaghetti		
Hamburger		
Tomato puree		
Margarine		
Celery		
Onions		
Carrots		
Thyme		
Bay leaf		
Oregano		
Beef bouillon cubes		
Lettuce		
Italian salad dressing		
Grated Parmesan cheese		
Dried yeast		
Flour		
Yellow cake mix		
Mixed fruit		
Coffee		
Half and Half		

Module FS- 65



FOOD SERVICE WORKER

CONTROLLING PORTIONS

INTRODUCTION

Portion control is an important factor in cost control and quantity control. If a restaurant is unaware of the size portions that are being served, it is difficult for the cook to prepare enough for a given meal and at the same time for the restaurant to make a profit.

Many charts are available to help the food service worker in planning the quantity to prepare. Standardized recipes which give the approximate yield are valuable tools that the food service worker uses often. Portion control can be achieved through weighing, or using standard scoops, spoons, and ladles. The use of these tools assures the management that each customer receives the same size serving.

DIRECTIONS

Read the objective. If you think that you are already able to perform these tasks, read the Check-Out Activities on the last page. Then either arrange with your instructor about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, go through the Learning Activities in the order given.

OBJECTIVE

Given a standardized recipe, ingredients, supplies, and equipment, prepare the product and portion the finished product as described in the recipe. The portioning must be completed according to the instructor's checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ Kotschevar, *Standards, Principles, and Techniques in Quantity Food Production*, pp. 18-24.

2 READ Ray and Lewis, *Exploring Professional Cooking*, pp. 84-88, 143.

3 DEFINE the term YIELD in relation to portion control and standardized recipes.

4 DEFINE the following terms showing their relationship to portion:

a. standard recipe
b. standard portion

5 LIST AND LOCATE in your kitchen the tools that can help you achieve portion control.

6 COMPLETE Student Self-Check 1, PORTIONING.

7 REVIEW the principles of portion control by reading again the Kotschevar and Ray and Lewis references above.

8 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Student Self-Check I

PORTIONING

A standardized recipe is given below.

Grape-Nut Crunchies
Makes 10 Doz.

1½ c. shortening
4½ c. brown sugar
3 eggs, beaten
6 c. flour
2 t. soda
2 t. baking powder
2 t. nutmeg
2 t. salt
1½ T. vanilla
1 c. milk
3 c. raisins
2 c. Grape-nuts

Cream shortening. Add sugar and blend well. Add eggs and beat until fluffy. Sift flour with dry ingredients and add to shortening mixture alternately with milk and vanilla. Stir in raisins and Grape-nuts. Using a no. 40 scoop, drop on to a slightly greased baking sheet and bake eight minutes at 375 degrees F.

(1) How many portions will you obtain from this recipe?
(2) What tool(s) are used to aid in portion control?

CORRECT RESPONSES

(1) 10 dozen or 120 cookies
(2) measuring cups, measuring spoons and a no. 40 portion scoop to control the size of the cookie

Student _____

Date _____

CONTROLLING PORTIONS

Instructor's Final Checklist

Check the student's performance in the following elements of controlling portions.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
The student:				
1. Selected proper equipment for preparing the product	[ ]	[ ]	[ ]	[ ]
2. Measured ingredients correctly and accurately	[ ]	[ ]	[ ]	[ ]
3. Used the proper tool for portioning that particular food item	[ ]	[ ]	[ ]	[ ]
4. Produced the number of portions as called for in the recipe	[ ]	[ ]	[ ]	[ ]

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. As you go through the activity, your instructor will rate your performance using the Instructor's Final Checklist, CONTROLLING PORTIONS.

Your instructor will provide a standardized recipe, equipment, utensils, and ingredients. Choose the equipment needed to prepare the recipe, prepare the product, and portion it according to the directions given in the recipe.

Prepared by

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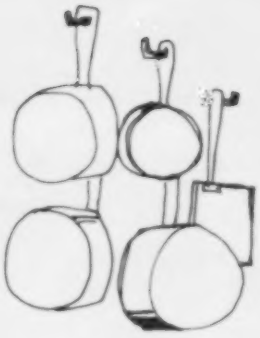
Module FS-66



FOOD SERVICE WORKER

USING WORK SIMPLIFICATION

INTRODUCTION

Work simplification is the organized use of common sense to find easier and better ways of doing work. Work improvement is accomplished by eliminating the unnecessary parts of the job, by combining and rearranging other parts of the job and by simplifying the necessary parts of the job.

Work simplification is a key to maintaining an economical food service operation. Increased efficiency through work simplification can result in saving effort, time and money. Find the simplest, the easiest, the quickest and the safest way to do the job.

DIRECTIONS

Read the objective. If you think that you are already able to perform this task, read the Check-Out Activity on the last page. Then either arrange with your instructor about doing the Check-Out Activity,

or

If you need to complete learning activities in order to be able to do the task, go through the Learning Activities in the order given.

OBJECTIVE

Given a specified task, exhibit the use of the four (4) principles of work simplification in completing the task. This activity must be completed in accordance with the Instructor's Checklist with all applicable items fully accomplished.

LEARNING ACTIVITIES

1 READ AND STUDY Instruction Sheet I, USING WORK SIMPLIFICATION.

2 CHECK YOUR KNOWLEDGE by completing Student Self-Check I, USING WORK SIMPLIFICATION.

3 READ Instruction Sheet II, IMPROVING WORK METHODS.

4 READ Ray and Lewis, *Exploring Professional Cooking*, Chapter 8, pp. 153-163.

5 ARRANGE with your instructor to complete this module by going through the CHECK-OUT ACTIVITIES listed on the last page.

Instruction Sheet I

USING WORK SIMPLIFICATION

Listed below are four of the basic principles for conserving motion. Study these principles and be ready to identify each of them and briefly explain their significance.

1. Use both hands equally. Practice using both hands in food preparation.

2. Use tools or equipment to relieve the work of the hands.

3. Work to develop rhythm for smooth, automatic performance of a job by arranging materials and equipment for steady flow of work.

4. Continuous motion is efficient; starting and stopping wastes time and energy.

Instruction Sheet II

IMPROVING WORK METHODS

The following is a list of ways in which you can improve your work methods when preparing foods. Study them carefully and be ready to put them into practice.

1. Plan all jobs before starting work.

2. Collect all food and equipment needed before beginning a job.

3. Arrange work space and equipment conveniently.

4. Use both hands to do a job whenever possible.

5. Use standardized recipes.

6. Use a food scraper to remove food from a container quickly.

7. Use trays or mobile carts to bring supplies from the refrigerator or supply room.

8. Arrange sequence of work so that there is no break or waste of motion.

9. Save time by using the correct tools for the job.

10. Locate utensils in the area of most use.

Student Self-Check I

USING WORK SIMPLIFICATION

Observe a fellow student while he/she is working in the kitchen. Record the following information on the job that student is doing:

1. Does she/he use both hands? If so, how often?

2. Is he/she using the proper equipment? If not, what should he/she been using?

3. Are all materials needed for the job located near the work area? If not, how much time was spent collecting materials after the job was begun?

Upon completion of this activity, share your findings with your instructor and the student you observed. Discuss ways in which she/he can improve her/his work simplification skills.

CHECK-OUT ACTIVITIES

The statements below explain the activity you must be able to complete in order to finish this module. As you go through the activity your instructor will rate your performance using the Instructor's Final Checklist, USING WORK SIMPLIFICATION.

Your instructor will give you a task to perform in the laboratory. Make sure that you understand the task, and follow all information given in Learning Activities 1, 3, and 4. You will be rated by your instructor on your ability to apply the principles listed in these activities.

Prepared by

Terry B. Bridwell
Food Services Instructor
Colleton Area Vocational Center

Student _____

Date _____

USING WORK SIMPLIFICATION

Instructor's Final Checklist

Check the student's performance in the following elements of using work simplification.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and instructor will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
The student:				
1. planned job before starting work	[ ]	[ ]	[ ]	[ ]
2. collected all food before beginning	[ ]	[ ]	[ ]	[ ]
3. collected all equipment before beginning	[ ]	[ ]	[ ]	[ ]
4. used a tray or cart to collect food and equipment	[ ]	[ ]	[ ]	[ ]
5. arranged work area conveniently	[ ]	[ ]	[ ]	[ ]
6. used both hands equally whenever possible	[ ]	[ ]	[ ]	[ ]
7. used proper tools and equipment for the job	[ ]	[ ]	[ ]	[ ]
8. used smooth rhythm for a steady flow of work	[ ]	[ ]	[ ]	[ ]